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ABSTRACT

This project attempted to design an experimental model for a teacher education program in the College of Education of the University of Alabama. The model attempted to identify students' concerns and problems and to test a novel approach for personalizing their programs through the inclusion of microteaching. Three distinct stages were included. Stage I, the sophomore year, included the administration of a battery of personality and personal preference tests. Stage II, the junior year, consisted of the experimental methods course, the initial counseling session, additional counseling sessions, and a terminal battery of tests. Stage III, the junior/senior year, consisted of follow-up evaluations by cooperating teachers and high school students. The success of the project is best reflected in the concern for students evident in the performance of student teachers who had participated in this project. (An appendix detailing the program comprises 50 percent of the document.) (Author/JB)

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Final Report

Project No. O-D-055
Grant No. OEG 4-71-0018

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AN EXPERIMENTAL APPROACH FOR THE PERSONALIZATION OF A TEACHER EDUCATION PROGRAM

April 30, 1973

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ABSTRACT

This project attempted to design and to test an experimental model tor a teacher education program in the College of Education of the University of Alabama, Tuscaloosa, Alabama. The experimental model attempted to identify students' concerns and problems and to test a novel approach for personalizing their programs through the inclusion of micro-teaching and counseling. The project included a working relationship with the R. and D. Center at the University of Texas. Assessment instruments developed at the Texas Center were utilized in the project and their personnel were involved in training certain of the Alabama staff.

Three distinct stages were included in the project. Stage I, the sophomore year, included the administration of the test battery, individual computer print-outs, and student requested feedback counseling sessions. Stage II, the junior year, consisted of the Experimental Methods Course, the initial counseling session, additional requested counseling sessions, and the terminal battery of tests. Stage III, the junior/senior year, consisted of follow-up evaluations by cooperating teachers and high school students.

The study sought to provide a logical approach to the design, implementation and assessment of a model program through the utilization of the knowledge and particular competencies of the total College of Education, including the services of psychologists, counselors, and instructional specialists.

The success of the project is best reflected in the identified concern for students evident in the performance of student teachers

who had participated in this project. Test data support this to a varying degree. The size of the sample, as well as the sensitivity and appropriateness of the instruments used,may well figure in this variance.

Reactions of student and faculty participants are such that the total College faculty is giving serious consideration to an extensive redesigning of the total undergraduate teacher education program.

PREFACE

The project described in this report is rather unique since it has involved the cooperation of the faculty in many areas within the College of Education (Counseling and Guidance, Elementary Education, Educational Psychology, and Secondary Education), as well as the faculty and personnel from two major institutions, the University of Alabama and the University of Texas (Research and Development Center). The cooperative working relationship with the R and D Center at the University of Texas has contributed to the design, operation and impact which this project has had to date.

A number of assessment instruments, developed at the R and D Center have been utilized and Alabama personnel have been trained at the University of Texas in the administration, scoring and interpretation of the instruments.

Throughout the project continuous assistance and interaction has been received from Dr. Gene Hall, Director Inter-Institutional Division, and the Texas Center. Frequent visits have been made between the two campuses so that both institutions could benefit and share ideas.

The professional assistance and hospitality of the Texas personnel has been instrumental not only in acquainting the Alabama personnel with the possibilities of an experimental PTEP Program, but also in confirming their interest in considering such a program for the total undergraduate teacher preparation program at the University of Alabama.

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CHAPTER I

INTRODUCTION

This project deals with the designing and testing of an experimental model for a Teacher Education Program in the College of Education of the University of Alabama. The experimental model is attempting to identify student concerns and problems and to test a novel approach for personalizing teacher candidate programs through the inclusion of microteaching and counseling.

The project has been strengthened by a co-operative working relationship with the Research & Development Center at the University of Texas in Austin. Utilization has been made of a number of assessment instruments developed at that center, and personnel have been trained to administer, score, and interpret the instruments. Through Dr. Robert F. Peck, Director of the Texas R. & D. Center, arrngements were made to send selected persons involved in the project to Texas to participate in a three week workshop centered around adminstering and interpreting test instruments.

Three different groups of undergraduate students are involved in the study: one group is involved in an attempt to identify the nature of the characteristics, problems, and concerns of students; a second group is involved in an attempt to identify the contributions which counseling may make to the relevance of the teacher education program; and a third group is involved in an attempt to explore the possible value of microteaching experiences and counseling in the program of undergraduate studies.

The study is seeking to provide a logical approach to the assessment, design, and implementation of a model teacher training program through the utilization of the knowledge and particular competencies of the total College of Education, including the service of psychologists, counselors, and instructional specialists. During its operation, the project is not only providing for more relevance in the undergraduate program of a number of specialized

doctoral students, but it is now apparent that the development of the model program of the project could serve as the basis for the modification of the total teacher education program at the secondary level.

CHAPTER II

METHODS

This project proposes to assess the concerns of students throughout a program of teacher preparation in Secondary Education, to design and implement an experimental model program, and subsequently to utilize the findings so that planned change may be initiated within the total teacher education program at the secondary level.

In brief, the objectives of this proposed program are:

1. To study the characteristics, problems, and concerns of undergraduate students at different levels of a teacher education program;

2. To study the effects of counseling upon (a) decision-making processes, and (b) perceptions relevant to teaching -- of secondary education undergraduate students;

3. To study the effects of (a) microteaching experiences and (b) counseling experiences upon teaching style and orientation toward teaching of secondary education undergraduate students, and

4. To assess the value of the strategy or "model" developed for effecting curricular and instructional changes in a teacher-education program.

PROCEDURES

The Research and Development Center for Teacher Education at the University of Texas has served as a model in considering an experimentally-oriented approach for the prospective revision of the teacher education program in secondary education at the University of Alabama. A committee from the University of Alabama has visited the Research and Development Center at the University of Texas upon numerous occasions for the purpose of revising and refining the procedures.

In studying the characteristics, problems, and concerns of undergraduates students in our teacher education program, use was made of a number of assessment instruments developed at the Texas Research and Development Center.

SCHEDULE OF ACTIVITIES INCLUDED IN EXPERIMENTAL PROGRAM

FALL 1972					SPRING 1973				
Course	N	Begin. of Sem.	During Sem.	End of Sem.	Course	N	Begin. of Sem.	During Sem.	End of Sem.
Methods	5	Test I	M-T,T-F C	Test II	Stud. Teach	20	Test* II	S-T	Test III
Methods	5	Test I	M-T,T-F	Test II					
Methods	5	Test I	M-T, C,	Test II					
Methods	5	Test I	M-T, __,	Test II					

Test I: Peck OWSC, Veldman DIT, Autobiographical Data

Test II OWSC; DIT; Panel Discussion Reports and Student Written Project Evaluation (anonymous)

Test III Student-Teacher Evaluation form (Co-operating teacher) Pupil evaluation form (High School Students)

M-T: Microteaching

S-T: Supervised teaching

T-F: Tape Feedback

* It is to be noted that Test II was not included in the original proposal. These measures were begun to assess the student teacher "on the job" to see if the project had any effect upon the effectiveness of the student teacher in the classroom sitiuation.

** A copy of each test is included in the appendix

Some training was needed in order to adequately administer, score, and interpret some of the instruments that were used. Therefore, arrangements were made with Dr. Peck of the Texas Research and Development Center for a three-week workshop to be conducted in Austin, Texas, where training was provided in the use of the assessment instruments developed at Texas. Six trainees in the Graduate Research Training Program and Dr. Lewis Blackwell, Associate Professor of Educational Psychology attended this workshop.

A description of the three different groups of students that have been involved in this study and the procedures which have been followed for each group are outlined below.

I. Study of Student's Concerns, Problems, and Characteristics.

The largest group of students will be used to ascertain the nature of the characteristics, problems and concerns of undergraduate students in the teacher education program at the University of Alabama. Groups of students in the Elementary program and in the Secondary program will be administered a battery of tests during the fall semester. The groups will be at three levels. Thus:

Level 1 - Classes enrolled in a course in Educational psychology (EPY 63). One class of students preparing to become elementary school teachers; a second class of students preparing to become secondary school teachers.

Level 2 - One secondary class enrolled in a "Methods" course, a course intervening between the educational psychology course and student teaching.

Level 3 - One secondary class enrolled in Ed. 90 course-- a course taken after student teaching. *

* It was originally intended to have one class in elementary education take part in level 2 & 3, but the unexpected resignation of the faculty member responsible for these sections made this impossible.

Although no random sampling of students was attempted, sections of courses at each level do appear to be representative cross sections.

Four tests have been administered in order to obtain information about characteristics, problems, and concerns of undergraduate students in the teacher education program at the University of Alabama. These tests are:

(a) The Peck One Word Sentence Completion Test. This test is used at the University of Texas. A computer scoring system for the test has been developed. Twenty-five psychological variables were selected for rating from the sentence completion data, including:

1.	Self esteem and self confidence	vs. Self deprecation and self doubt
2.	Optimistic, cheerful	vs. Sad, depressed
5.	Positive attitude to own past	vs. Negative attitude to own past
6.	Independent, self-reliant	vs. Dependent, immature
13.	Extroverted	vs. Introverted
14.	Positive attitude to authority figures	vs. Negative attitude to authority figures
15.	Implied positive teacher-children interaction	vs. Implied negative teacher - children interaction
17.	Positive attitude toward teaching as a role and profession	vs. Negative attitude toward teaching as a role and profession
19.	Positive expressed attitude to stress situations.	vs. Negative expressed attitude to stress
20.	Persistent, tenacious	vs. Quitting, lazy
21.	Positive perception of own ability	vs. Negative perception of own ability
22.	High concern with intellectual activity and achievement	vs. Lack of concern with intellectual activity and achievement
23.	Clarity about future	vs. Uncertain about future
24.	High energy level	vs. Low energy level
25.	Excellent mental health	vs. Poor mental health

(b) Veldman Directed Imagination Test. This is another projective test developed at the University of Texas. Students are asked to write four fictional stories about teachers and their experiences. Four minutes are given for each story: A Manual for Scoring the Test of Directed Imagination has been developed. Ratings are made on a 7-point scale on 15 variables. The manual provides examples for each of the rating levels for each of the 15 variables. The 15 variables included in the scale are: 1)amount of content; 2) focus; 3) reality-fabulation; 4) coherence; 5) imaginativeness; 6) optimism-pessimism; 70 teaching -role identification; 8) self ability perception; 9) crisis level; 10) empathy toward children 110 maturity of educational content; 12) coping activity; 13) adequacy of action; 14) problem resolution 15) overall adjustment.

(c) Autobiographical Information. This information blank developed at the University of Texas seeks to obtain information concerning family background, marital status, educational history and work experiences, as well as future hopes and expectations.

(d) Panel Discussions. In an effort to study variations between secondary and elementary students and between students at various levels in the program, in each of the 12 classes, students will be divided into six panel discussion teams, and will be given two class periods to discuss and prepare a written report on the topic: "If you were asked to advise the University Administration on changes in your teacher education program, what recommendations would you make?"

The responsibility of administering, scoring, interpreting and reporting was assigned to the six students in the graduate research training program by Dr. Lewis Blackwell and Dr. Ray Loree who supervised the work of the research trainees and the testing procedures.

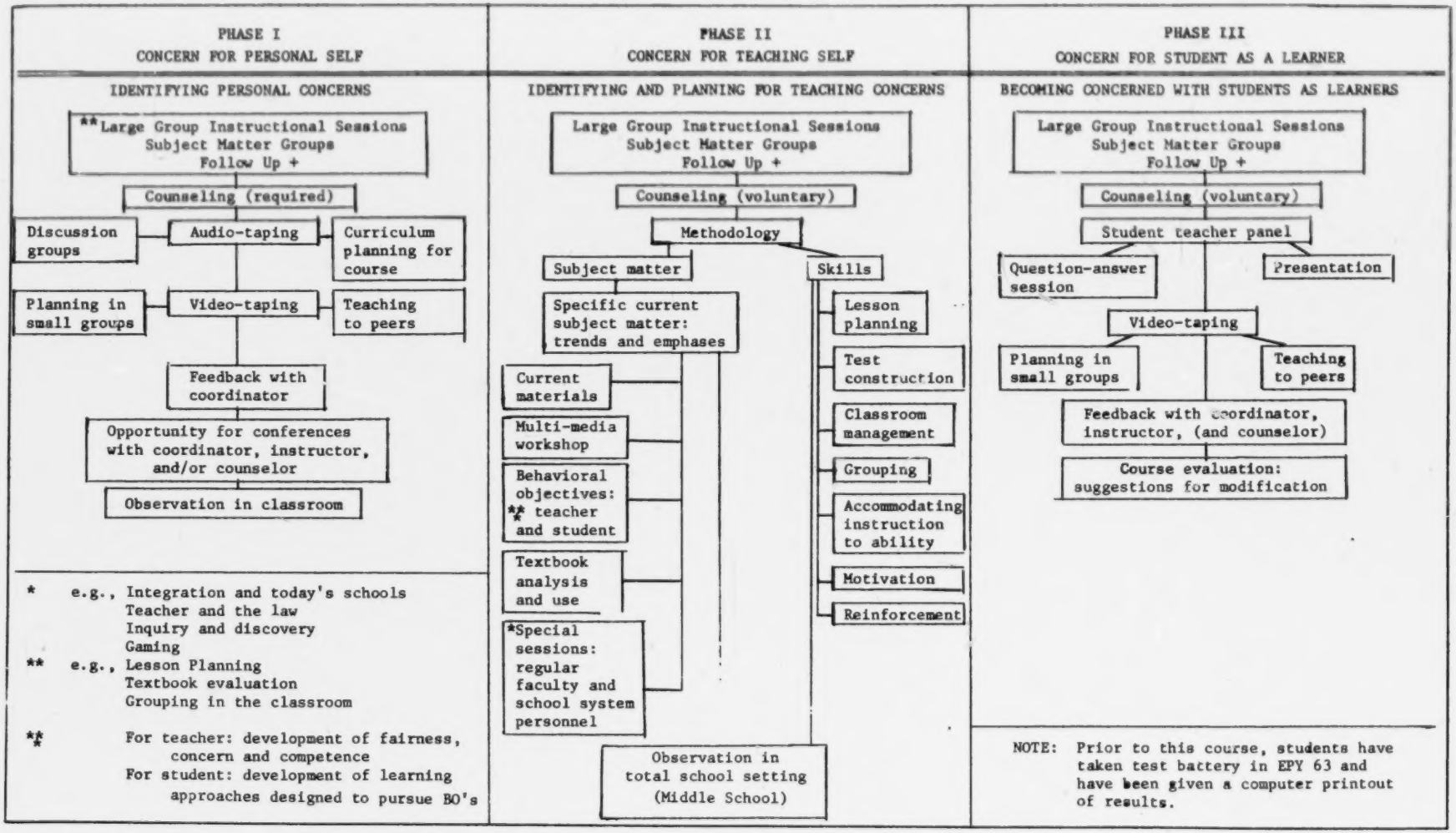
II. Study of Decision-Making Process of Secondary Education Students.

Since there is some evidence that individual time specify with students instructor or counselor can result in improved course performance, the following counseling was included:

(1) The counseling sessions for the larger groups in the Educational Psychology Course (EPY 63) were made available to every student and provided upon request. The purpose of these counseling sessions was to give information and to provide information that would help the undergraduate student make decisions concerning his teacher education program, and to explore the student perceptions of his future role as a teacher. The counselor sought to obtain information concerning the perceptions of the undergraduate about his teacher education program.

METHODS COURSE ORGANIZATION

TEACHER DEVELOPMENT: A PERSONALIZING PROCESS



(2) Members of the experimental section were counseled by graduate secondary education students who are planning a career in college teaching, and who are candidates in the doctoral program as well as by counselors in the graduate training program in Counseling and Guidance.

III. A third aspect of this study involved an exploration of the value to the undergraduate of microteaching experiences with or without counseling. Twenty students took part in four 15-minute microteaching experiences. Each student was videotaped as he attempted to teach a short lesson to four of his peers. The twenty students were randomly assigned to four groups. Half of the students saw and heard playback audio-video tapes of their teaching efforts. A graduate student in secondary education assisted the student in evaluating his efforts. The other half of the students neither saw nor heard playbacks of audio-video tapes. Half of the students participated in a number of counseling sessions in which the counselor explained the meaning of the psychological test results and their relation to the student's future role as a teacher. The other half of the students did not receive counseling. Thus the four groups were:

(1) Microteaching experience playback and counseling sessions

(2) Microteaching experience playback but no counseling sessions

(3) No microteaching experience playback but counseling sessions

(4) No microteaching experience playback and no counseling sessions

The Directed Imagination was administered to the twenty students at the beginning and at the end of the semester in which the microteaching and counseling experiences were provided.

CHAPTER III

RESULTS

The following chart illustrates the three sequential stage of the program during which test and report data were collected. The following pages contain an analysis of this data as prepared by those responsible for each phase.

I

STUDENT TIME TABLE FOR PROGRAM INVOLVEMENT

STAGE I	STAGE II	STAGE III
SOPHOMORE YEAR	JUNIOR YEAR	JUNIOR/SENIOR YEAR
Organization	Organization	Organization
During Educational Psychology course All students: 1. Take test battery (6 instruments-see appendix) 2. Receive individual computer print-outs of test result 3. Counseling session arranged upon student request	Twenty students/semester in Secondary Education 5-English 5-Mathematics 5-Physical and Biological science 5-Social Science Experimental Methods Course 1. Initial counseling session 2. Additional counseling sessions upon request 3. Terminal battery of test	Follow up on selected students formerly included in special methods class-while student teaching 1. Evaluation by cooperating teachers 2. Evaluation by high school students
Instruments	Instruments	Instruments
Texas Battery (6 instruments-see appendix)	Directed Imagination Test Instructor-identified student concerns Videotape feedback form Student course evaluation	Teacher Evaluation Form Student Evaluation of Teacher (see appendix)
Personnel	Personnel	Personnel
Tests administered and analyzed by Dr. Blackwell and staff of Research Fellows Counseling: Dr. J. Cecil	Course Design (See methods section): Dr. G. Rockarts Course Coordinator: P. J. Seymour Counseling sessions, & Data Analysis: Dr. J. Cecil	Basic design and data collection: Dr. G. Rockarts P.J. Seymour

Stage I -- Sophomore Year

At the sophomore level 2243 students were tested and provided with the computer printouts of their results. Approximately 500 requested and received individual feedback counseling for the whole battery of tests.

Early in the program it became apparent that more information was needed on our students in order to ascertain if the Texas Battery would give an accurate picture of our student body at the University of Alabama since there was reason to believe that the characteristics of our students differed somewhat from those of the students at the University of Texas where the instruments had been developed. Rather than extend the program of testing beyond the original battery administration and the provision for voluntary counseling, it was decided to gather sufficient information to proceed on a more scientific basis.

Fortunately a number of the doctoral students involved in the research program connected with this project were interested and willing to pursue dissertation research in areas where there were questions concerning the norms of our students, their characteristics, and the accuracy with which the test battery could be expected to function. The following dissertations include information which is presented in capsule form to indicate information which we now have -- information which is broadening our understanding of the dimensions of the program needed at this institution if we are to utilize the "personalized" approach to teacher education in an effective and relevant pattern for this particular

institution.

Related Dissertation Research

Seven dissertations have emanated from this project and have identified and collated data which have been and will be useful in further modifying the experimental approaches being utilized in this project. The following summary of the findings from these studies concentrate on the particular results which seem to be relevant to the personalization of the teacher education program.

1. SOME SELECTED RELATIONSHIPS BETWEEN THE CONCERNS OF ELEMENTARY SCHOOL TEACHERS AND THEIR VERBAL BEHAVIOR IN THE CLASSROOM, William W. Babb, 1972.

The finding in this study which seems to be the most applicable is the one which states that "The Teacher Concerns Statement may be useful in predicting certain verbal behavior in the classroom situation."

Problem:

The present investigation was primarily concerned with determining the relationships between the self-reported concerns of inexperienced and experienced elementary school teachers as measured by the Teacher Concerns Statements and their verbal classroom behavior as measured by the Flanders System of Interaction Analysis and the Florida Taxonomy of Cognitive Behavior.

Conclusions:

Elementary school teachers, regardless of experience:

(a) With high concerns (according to the Texas Model) tend to be more indirect in verbal classroom interactions.

(b) With low concerns (according to the Texas Model) tend to be more direct in verbal classroom interactions.

(c) With high concerns (according to the Texas Model) tend to be more aware of higher levels of cognition in classroom verbal behavior than teachers with low concerns.

(d) The Teacher Concerns Statement may be useful in predicting certain verbal behavior.

2. AUTOBIOGRAPHICAL AND ATTITUDINAL RELATIONSHIPS AMONG FEMALE SECONDARY EDUCATION STUDENTS, Martha Ware Beasley, 1972.

Problem:

The primary purpose of this study was to investigate the relationships between autobiographical data of female students majoring in secondary education -- physical characteristics, family background, work experience, high school experiences, future plans, and self-assessment -- and attitudes toward the phenomenological world -- self, others, children, authority, work, parents, general outlook, and in bensity. All data were derived from the Autobiographical Information Form (AIF); the attitudinal data were derived from the Self-Report Inventory (SRI). Investigations were conducted by comparisons of autobiographical data between selected contrasting groups as determined by scores on attitudinal scales.

The second purpose of this study was to investigate relationships between two instruments within the Self-Assessment Battery -- the SRI consisting of attitudes toward the phenomenological world and the Adjective Self-Description (ASD) consisting of attitudes toward various aspects of self. The variables in the SRI -- self, others, children, authority, work, reality, parents, and hope -- were intercorrelated with the ASD variables -- attitudes, behavior, efficiency, introversion, anxiety, idealism, and attractiveness.

Conclusions:

The attitudinal scales of the SRI and ASD are significantly interrelated. Of 56 intercorrelations, 40 were significant at the .05 and better level of confidence. The highest correlation was .537 between SRI work and ASD efficiency. The lowest significant correlation was .103 between SRI reality and ASD attractiveness.

3. AN EXPLORATORY STATISTICAL ANALYSIS OF FIFTEEN PERSONALITY VARIABLES FOR THE PURPOSE OF COPING WITH THE PROBLEM OF INDIVIDUAL DIFFERENCES IN A SELECTED STUDENT POPULATION, Raymond L. Lewiski, 1972.

Problem:

This study was an exploratory effort analyzing data derived in terms of fifteen personality variables measured by the Adjective Self-Description and Self-Report Inventory instruments. The problem of the study was twofold. First, it was to determine whether groups of persons that were categorized on the basis of sex, school affiliation, and academic standing differed significantly in terms of the fifteen variables. Second, it was to determine whether the fifteen variables could be used as a practical means of predicting a person's group membership.

Conclusions:

1. The first hypothesis pertained to regional differences in psycholinguistics with respect to the Adjective Self-Description instrument. Conclusions found that there was no essential difference in the psycholinguistics of the Texas students and the Alabama students who responded to the Adjective Self-Description instrument.

2. The second hypothesis pertained to regional differences in psycholinguistics with respect to the Self-Report Inventory instrument. It was found that there was no essential difference in the psycholinguistics of the Texas students and the Alabama students who responded to the Self-Report Inventory instrument.

3. The third hypothesis pertained to differences between group profiles. Nine groups were formed on the basis of sex, school affiliation, and

academic standing. The variables from the Adjective Self-Description instrument and the Self-Report Inventory instrument were used to form a profile for each of the nine groups. It was found that there was a significant difference between each group profile.

4. AN INVESTIGATION INTO THE DISCRIMINATION EFFECTS OF TASK INSTRUCTIONS UPON INDIVIDUALS WITH VARIED PERSONALITY CHARACTERISTICS, Macallister Merritt, 1972.

Problem:

The purpose of this experiment was to measure the extent to which:

1. A group of individuals not classified according to personality characteristics responds in significantly different ways to three kinds of instructions to a self-report personality inventory.

2. Individuals with varied measured personality characteristics respond in significantly different ways to the specially oriented instructions on a self-report personality inventory.

The instrument used was the Texas Teacher Assessment Battery (TTAB). The first two instruments administered, the Adjective Self-Decsription (ASD) and the Self-Report Inventory (SRI), were two components of the Texas Teacher Assessment Battery (TTAB).

Conclusions:

Results of this study suggest that the precise wording of instructions for Self-Report Personality Inventories, with regard to specific words and phrases, may be influential in the successful induction of the response frame of reference desired by the test giver --resulting in additional control of response variance.

5. A NORMATIVE STUDY OF SELECTED CHARACTERISTICS OF HEALTH, PHYSICAL EDUCATION, AND RECREATION MAJORS, Hugh Prator Martin, 1972.

Problem:

The study was designed to develop norms for the One Word Sentence Completion and the test of Directed Imagination for students at the

University of Alabama who were majoring in health, physical education, and recreation and to compare those norms with students who were majoring in elementary and secondary education at the University of Alabama.

Conclusions:

1. Programs of teacher education have commonly provided the student with an assortment of cognitive feedback, much of it in forms of grades and conferences. There seems to exist a need to furnish the student with affective feedback in areas that might have implications for future success in teaching.

2. The frequency information from the One Word Sentence Completion test, the mean scores on the 14 variables of the study and the results of the between group comparisons in the study should be useful to the assessor, the counselor, and the academic advisor. Interpretation may now be made to the student based on local normative information developed in this study.

6. A STUDY OF PERSONLAITY CHARACTERISTICS OF ELEMENTARY EDUCATION MAJORS BY SELECTED ASSESSMENT INSTRUMENTS, Joe Dickenson Cason, 1972.

Problem:

The problem was to identify and develop normative data on the One Word Sentence Completion Test and the Test of Directed Imagination based on responses of a student population at the University of Alabama.

Conclusions:

The findings of this study indicate that some of the responses given by physical education majors consistently differed sharply from those given by secondary and elementary majors on certain variables.

7. COMPARATIVE ANALYSES OF SELECTED PERSONALITY CHARACTERISTICS OF PROSPECTIVE SECONDARY TEACHERS AT THE UNIVERSITY OF ALABAMA, Dorothy Durrett Reed, 1972.

This study included profile analyses which compared secondary education majors among themselves and with other groups. (Additional knowledge about students assists in the accuracy of test interpretation as well as in evaluation of test validity.)

Problem:

1. The establishment of local norms for the two projective instruments of the assessment battery.

2. The establishment of profiles from the two projective instruments for the various groups of students used in this study.

Conclusions:

1. The program already established at the University of Alabama for individual counseling of students with special problems should be continued. Programs of group counseling should be considered for students not requiring individual attention but who might benefit from some counseling. The counseling should be keyed to helping students find the proper niche in educational occupations for themselves. Special aid and attention should be given to the student regarding this matter when the student has not previously become committed to teaching a specific grade level or subject.

2. Consideration should be given to methods of increasing self-esteem of secondary education students in the professional courses. To be effective, educators must view themselves and their functions as being worthwhile.

3. Consideration should be given to methods of increasing positive interpersonal attitudes for students scoring low on this variable. This is a valid concern of professional educators, for to be effective, teachers must not only view themselves and their functions as worthwhile, but also they must see their charges as being worthwhile.

4. Efforts should be made to determine if the instruments of the Texas Assessment Battery and themethods of scoring them discriminate against male-type responses and favor female-type responses. The effectiveness of personal counseling and the efforts made in the professional sequence for personality development of males as compared to females should be studied carefully to determine if the program is equally effective for both. If it is not, efforts should be made to rectify this inequity.

5. Studies should be undertaken to determine if the Assessment Battery can be used to steer students by personal counseling into either junior or senior high school teaching according to which level they appear to be best suited for in terms of their personality characteristics.

The personality of prospective teachers is often the most neglected aspect of their professional development, yet it may well be the most important aspect. Any effort to attend to and improve personalities

of prospective teachers is a step in the right direction. The difficulties of personality improvement are apparent, yet no problem can be solved that is not attempted.

Pertinence of Dissertation Data

Early in the project it became evident that data was needed to further define and describe the student population in the College of Education at the University of Alabama. Dissertation research logically grew out of project personnel concern for further knowledge. The dissertations outlined in this section contain data which can be utilized to make the future usefulness of this program pattern more realistic in terms of this institution. The reported reactions and analyzed data support the position that the project was worthwhile and deserves future consideration for implementation and dissemination.

Stage II - Junior Year

A. Students Comments on the Program

Several report forms were distributed to the students enrolled in the experimental methods course so that they could provide information relative to the portion of this project which calls for student input concerning "su estions for changing the Teacher Education Program."

The following information gives their reactions to the video-taping component of the methods course, their evaluation of the other particular methods course components and spontaneous, anonymous comments concerning various other aspects of the program.

In order to adjust the video-taping procedures so that they would be as free of threat as possible, students in the experimental methods course were asked to comment upon the experience and to make suggestions for future modification. In no instance were the video-taping sessions used to evaluate the student for a grade.

Comments from Students Concerning Videotaping Sessions *

"Great! We just need more or it."

"I feel that I have benefited tremendously from the videotaping. It was an excellent experience."

"I think it proved to all of us that we could stand in front of a group and teach a lesson."

"I really liked the informality of the taping, it helped a lot to ease my nerves."

"Invaluable in that it is an opportunity to see yourself at work."

"Very helpful in that I actually <u>experienced</u> a teaching-learning situation instead of being <u>told</u> how to go about it."

"The tape reassured me more than anything else-I looked more self-confident than I felt."

"I saw myself as others see me all the time."

SUMMARY OF CLIENT EVALUATIONS OF FEEDBACK COUNSELORS

CODE: No 1 | Somewhat 2 3 4 | Yes 5

Counselor Code Number	1	4	22	25	30	35	55	73	82	120	
Number of Feedback Clients Submitting Cards	3	3	6	3	1	6	2	1	1	4	TOTAL 30
Evaluation Response ↓	← Mean Rating →										GROUP MEAN
It was a meaningful & important experience.	3.3	5.0	3.8	3.7	5.0	4.3	5.0	5.0	4.0	4.8	4.3
Your counselor seemed comfortable & self-confident.	4.7	4.7	4.8	5.0	5.0	4.3	5.0	5.0	* ---	5.0	4.7
The counselor seemed to understand me.	5.0	4.7	4.3	4.7	4.0	4.7	5.0	5.0	5.0	4.5	4.6
I understand myself better.	3.3	4.0	3.7	3.0	3.0	3.3	5.0	4.0	* ---	3.0	3.5
I felt I could trust the counselor	5.0	5.0	4.8	4.3	5.0	3.8	4.5	5.0	5.0	4.8	4.6
The experience was encouraging	4.0	5.0	4.3	4.7	4.0	4.3	5.0	5.0	4.0	4.3	4.4
Number of Clients Who Checked the Response: I would like to arrange for further counseling.		1	1		1			1			4

* Used old form of card; question not included

"I dreaded it, but I'm glad I went through it."

"It is worth the time and the nervousness to obtain the feeling one would have in a classroom situation."

*(See appendix for instrument)

B. Reactions to the Counseling Experience

1. Counseling Staff Comments

The following report summarizes the responses of doctoral research fellows concerning their experiences as feedback counselors. Sixteen counselors were eligible to participate in the program; these responses represent the activities and opinions of twelve of them. It is to be noted that this project sought to give additional counseling experience to these fellows as well as to provide a counseling component which would be of individual benefit to the undergraduate student and an input for program modification.

Some of the spontaneous comments of the counseling staff are as follows:

"I think the training and the counseling were very good experiences. I do think, however, that there should be some way of insuring that students appear (have counselors call clients, maybe?). Also, I think the value of these tests was somewhat over-emphasized, especially the D.I.'s. The instruments should be just the basis for a regular type interview."

"Good experience for initial interviews. Most clients were verbal and interesting. One client asked for additional counseling. This is a good training method for practicum students. It was relevant to the practicum course."

"It is a useful training and counseling experience, but it seems to be more appropriate for clinical practicum students. By that, I mean those students in Dr. Carl Cecil's clinical courses."

"The main value I see as a counseling experience is to give inexperienced practicum students an additional experience in the booth. It can also lead to obtaining a permanent client for the semester. One of the most valuable features of the project was the briefing session on how to give feedback from a battery of tests."

"I do feel that the program is a valuable one both for those interested clients as well as for our own experience and training."

"One of the most helpful parts is doing the workup before the client comes and the actual training itself — very helpful in looking for patterns of behavior and relating them to individuals. I really didn't counsel with that many of the EPY people to have a valid opinion about how helpful it is for practicum people. I did enjoy the ones I did. (I was only signed up for one per week due to my other client load.)"

"Make sure the test battery is given in the appropriate manner. I had one client tell me that the teacher told her she could finish the test the next day.(She had left 15 blank answers on the sentence completion part.) The test was not given back to her. Naturally, I therefore misinterpreted those blanks in my evaluation of her test battery."

"I feel it is a useful training and counseling experience for practicum students. However, some measure should be taken to insure that EPY students appear for scheduled sessions."

"A tremendously valuable and worthwhile experience. It gave me good balance with my other long-term clients. The no-shows were frustrating but not enough to warrant dropping the program. My only suggestion for change would include:(1) All Texas Project counselors meeting 1-2 times after they have met with several clients. This would help counselor feedback to one another and could easily be done while still protecting the confidentiality of the clients.(2) We had originally discussed the possibility of sitting in on the client's televised presentation. I feel this would have been helpful."

"I believe it is helpful and interesting. I wish we could do something to get the EPY students more interested."

"The amount of material written up in the manuals for each client was so extensive that it was hard to believe my brief analysis of clients was anywhere near adequate. However, the more time I put in on the protocol using the manuals, the worse job I did."

"Just when we get reasonably sure of ourselves the summer's over."

"It was most provoking to have to come for a 1 o'clock appointment with a client who didn't show up or call or cancel in time to prevent a special trip to campus."

"My clients were either persons of some depth or else they 'talked a good game.' I enjoyed all of them immensely except my first and that was because I was so unsure I couldn't think straight."

2. Undergraduate Student Response to Counseling Staff

The summary of client evaluations included here represents a tally the green cards (see appendix) for one semester on which each under-

graduate program participant who has requested additional counseling, evaluates the counselor who was assigned to him. (Counselors can be identified by a code number so that they, in turn, may have feedback regarding their own effectiveness), The following free response comments were made by clients (undergraduate program participants) .

"I would like the results of the rest of my tests."

" I'd just like to say that I really enjoyed my session and think more of these sessions would be helpful and beneficial to not just future teachers but to all students at the University."

" I have never been counseled like this before. She knew all about me and I felt I could tell her anything. She really knew what she was doing. This type of interview, personal, could be hard on both parties, but she made me feel comfortable and that made talking about my personal life a lot easier. She made me see things like they are about several things that have puzzled or even worried me for some time. It helps to talk to someone and she really did her job!"

"It was a rewarding experience and I very much enjoyed talking with my counselor."

"I liked my counselor. She was easy to talk to."

"He was very helpful; seemed interested. Asked good questions.. leading me to talk."

"He talked very well to me , as if he cared what happened to me."

" He was a nice guy."

" My counselor was very understanding and seemed to be competent in her analysis."

"I really enjoyed this counseling session. I feel my counselor knew what she was talking about...and how to present it."

"I would like to commend my counselor. I am a senior, have never talked to a counselor, and feel that I benefitted tremendously from talking to her."

C. Student Evaluation of Experimental Method Course

Students ranked the various components of the course as to order of inportance (see form in appendix). Their evaluation was as follows:

1. Videotaping and feedback
2. Large group instructional session; student teacher panel
3. Subject matter follow-up sessions
4. Audio-taping; media workshop
5. Assigned reading in subject matter field
6. School visitation
7. Guest speakers
8. Term projects in subject matter.

Students unanimously agreed that in their opinion the course ought to be continued and its time allocation extended regardless of whether additional hourly credit were given (Special Course Evaluation form in appendix).

General Comments

The following are selected comments from item 15 of the above instrument. It is interesting to note the scope of the comments. Notations in the margin indicate the particular feature selected for reaction by the student.

REVOLUTION IN EDUCATION

"This course, being new, makes me feel special because I am learning new, better approaches to education. I think this course can bring about a revolution in education. I feel that I have learned something that no one else has, heretofore, and that with this knowledge, I can be a stimulating teacher. This course has been great and I hate to see it end. I've learned so much and enjoyed all of my activities."

COMPARISON TO REGULAR METHODS

"I feel that this course has been the one best help to me in my education course block. I think it should be the only kind of methods course offered. I feel that people in the other (regular) methods courses suffered an injustice in not having had this experience."

CONCEPT OF "MASTER" TEACHER	"This course was extremely helpful in learning what is expected of a master teacher. The audio-taping helped establish an ease about speaking in front of other classmates. Not grading the video-taping sessions is a very good idea. I think this program is great and should be retained. It is good to know that you are not just doing busy-work!!"
EVALUATION OF PROFESSORS	"I feel that I learned more about myself and about teaching in the experimental methods class than I would have in a regular methods class. I was most impressed with all the professors who worked with the course."
RETENTION OF COURSE	"I think that the idea behind this experimental course is great! I feel very strongly that this course should continued."
SELF CONFIDENCE OF PARTICIPANTS	"This course has been extremely valuable to me in my preparation for teaching. I have gained insight into the teaching profession and am now confident that I have chosen the career best suited for me."
POSSIBILITY OF CAREER CHANGE	"The idea of this course is fantastic. Personalization of the curriculum is the key to the master teachers and this course provides a sort of weeding out in the decisons made by the students who gain a realization that they will not like teaching. The lesson plan lectures, evaluation (how-to-grade), lectures, and video-taping all were very very helpful. The student teaching panel was most enlightening. As a whole, a wonderful project which could uplift all of education if all future teachers go through it-the only recommendation I have, in general, is to have more of it!"
IMPORTANCE OF AUDIO VIDEO TAPING	"I strongly approve of this course beacuse it gets to the 'nitty-gritty' of teaching, the good things and the bad. We are treated more like 'teachers' than are those in a regular methods course. I have had a chance to explore the problems of teaching in informal discussions and actually see these problems in visits to the local classrooms. I strongly approved of seeing myself in action in the video-taping sessions and feedback without the constant threat or worry of testing. I think in these changing times, if this course is not continued, it will be a mistake on the part of the University and will deprive students of the best insight to what the teaching profession is all about."

Stage III — Senior Year

Evaluation of Experimental Program Student Teachers

If personalization in a program to prepare teachers has been effective it should be evidenced in the behavior of the student teacher as he begins his classroom experience. Such behavior should not only show "concern" for the student (an objective of this program), but it should represent competence, confidence and committment.

The following chart represents the data collected from a questionnaire completed by each co-operating teacher who rated their assigned student teacher, a participant in the experimental program.

A. COOPERATING TEACHERS RATING OF STUDENT TEACHERS IN THE EXPERIMENTAL PROGRAM

Teacher Performance Characteristics	Low 1	2	3	4	5	6	High 7
1. Subject matter competence				3	8	6	3
2. Communication skills		1		3	7	7	2
3. Stimulating imagination		1		4	4	4	7
4. Responsible independence	1			4	4	4	7
5. Poise and self-confidence			2	3	4	7	4
6. Attitude toward students				3	5	7	5
7. Teaching style			2	3	7	7	1
8. Disciplinary control			1	4	3	7	5
9. Attitude toward supervision				1	4	5	10
10. Professional committment				2	5	8	5
11. Summary (over-all) evaluation			1	1	5	7	6
TOTALS	1	2	6	31	56	69	55
		9				180	
				31			

Genuinely unusual (low) — Average — Genuinely unusual (High)

Instruments and Categories on Continuum in appendix

The comments which follow are some of those which were made in page 4 of the teacher evaluation form from which the above data was tallied. (see appendix).

It is to be noted that 81% of the ratings fell in the top three categories designated as genuinely unusual; 14% fell in the middle, and only 5 % fell in the bottom three categories. The cooperating teachers ranked the large majority of these students as unusually well qualified.

Comments from Cooperating Teachers

"I feel that this student is exceptionally well qualified as a teacher. The ratings may seem too high but I feel that he deserves them."

"He uses various approaches in presenting the lessons. Several students that have not previously shown much interest have made considerable progress."

"She does an excellent job in planning her daily classroom work. She is keenly aware of the needs and interests of her students and shows this in her planning, and in her relationship with her students."

"He was secure in the classroom; firm but fair with his dealings with the students. He was well prepared in his subject matter. I am sure he will be an excellent teacher."

"His teaching methods are varied and effective. He handles discipline problems with security, firmness and fairness."

B. Comments from College Supervisors

"He was far more secure in both his dealings with the cooperating teacher and his students than were my other student teachers who had not been in the experimental program."

"In the student teaching seminars (held concurrently with the classroom student teaching) I found that the student teachers who had been in the experimental program were more capable of solving classroom problems raised by the students in the seminar than were the students in the regular program. I found myself letting them 'conduct' the discussions."

"A lot of times student teachers can be so insecure they become too close to the students. These (experimental) student teachers have no difficulty aligning themselves with faculty as one of that group, rather than retreating to a closer relationship with their students (often closer to their age than the average faculty member)."

"He manifested such security and self confidence in the classroom that several of the younger students identified themselves with him as a father-figure and came to him with personal problems."

C. High School Students' Evaluation of Student Teachers

An instrument designed by Veldman and Peck (see Appendix) was used to attempt to collect a student evaluation of college of education student teachers who had participated in the experimental methods course. This instrument was found to be insensitive to the conerns which form the core of this program.

It is worthy of note, however, that the student teachers who had participated in this project were rated highly by the high school students whom they had taught.

A copy of this instrument is included in the appendix; no compilation of responses is included since it would not accurately reflect any measurement of growth in concerns (the focus for this project).

Stage IV - Pre-Post Data Analysis

A. Pre-Post Program Responses on the Teacher Concerns Statement

The Teacher Concerns Statement (TCS) is a semi-projective instrument that was scored on a 7-point scale which corresponds to the Teacher Concerns Maturational Model. When a student expressed two or more concerns, the scale values were averaged.

I. Early Phase	0- Concerns about self(non-teaching concerns; identification with someone other than the teacher)
II. Middle Phase	1- Concerns about professional expectations and acceptance
	2- Concerns about one's own adequacy; subject matter and class control
	3- Concerns about relationships with pupils
III. Late Phase	4- Concerns about pupils learning what is taught
	5- Concerns about pupils learning what they need
	6- Concerns about one's own (teacher's) contribution to pupil change

The accompanying table presents the results of t ratio computations for the findings with the Teacher Concerns Statement (TCS). It can be seen that although gains on the variables tapped by the TCS were achieved by both experimental and control groups, the mean gain of of the control group failed to reach statistical significance, whereas gain within the experimental group exceeded the .05 level of confidence. Differences between posttest means were statistically somewhat greater in the the .01 level of confidence was exceeded.

In as much as criteria for randomness in selection of subjects for the experiment were not rigidly met, these statistical interpretations should be taken with caution.

EXPERIMENTAL AND CONTROL GROUPS
PRE-POST PROGRAM RESPONSES ON THE
TEACHER CONCERNS STATEMENT

Group	N	Mean	Difference	Error Term	t
E (pre)	39	3.38			
vs.			.90	.357	2.52*
E (post)	39	4.28			
C(pre)	39	3.35			
vs.			.41	.275	1.49
C (post)	39	3.76			
E (pre)		3.38			
vs.			.03	.212	0.14
C(pre		3.35			
E (post)		4.28			
vs.			.52	.148	3.51**
C (post)		3.76			

df = 38

* Correlated Means, significant beyond .05 (2.03)

** Unncorrelated Means, significant beyond .01 (2.72)

A more direct and, perhaps, more meaningful way of interpreting these findings is that within the experimental group, the concerns level of the average student shifted approximately one unit, i.e. from level 3, concerns about relationships with pupils, to level 4 , concerns about students learning what is taught. The average student in the control group, however, remained at level 3.

B. Analysis of Pre-Post Directed Imagination Protocols

Pre-and Post-Directed Imagination protocols were read and analyzed for twenty teacher education students. The analysis was "blind", with the reader being unaware of the group to which the student had been assigned or of the time (pre-or post-program) of the testing.

Protocols were categorized in terms of the teacher concerns maturational model, as described in the discussion of the students pre-and post-concerns mentioned in section A above.

Students were categorized, in sets of five, as belonging to one of the following treatments:

Group I - Video feedback and counseling

Group II - Video feedback and no counseling

Group III - Counseling and no video feedback

Group IV - Neither counselong nor video feedback (control)

Results:

Chi-square was used to test for differences in concerns levels among total groups at pre-testing and, again, for post-testing. At neither time was there any significant difference between groups (Pre-test chi-square = 10.000, df = 12, p = 0.617; post-test chi-square = 9.067, df = 12, p = 0.698).

Pre- and post-chi square comparisons were made by group. Categorization and the results of the chi-square test for each treatment is reported in Tables 1 through IV.

TREATMENT: VIDEO FEEDBACK AND COUNSELING

GROUP I STUDENT	Concerns Level		GAIN
	Pre-Program	Post-Program	
Student A	2	2	0
Student B	2	2	0
Student C	0	0	0
Student D	3	3	0
Student E	2	2	0
Chi-square = 0.000 N.S.			

TREATMENT: VIDEO FEEDBACK AND NO COUNSELING

GROUP II STUDENT	CONCERNS LEVEL		GAIN
	PRE-PROGRAM	POST-PROGRAM	
Student F	3	0	-3
Student G	3	1	-2
Student H	1	2	+1
Student I	2	2	0
Student J	2	2	0
Chi-square = 3.200, df = 3, p = 0.363, N.S.			

TREATMENT: COUNSELING AND NO VIDEO FEEDBACK

GROUP III STUDENT	CONCERNS LEVEL		GAIN
	PRE-PROGRAM	POST-PROGRAM	
Student K	3	4	+1
Student L	3	2	-1
Student M	3	2	-1
Student N	2	3	+1
Student O	2	4	+2
Chi-square = 3.000, df = 2, p = 0.222, N.S.			

TREATMENT: NEITHER COUNSELING NOR VIDEO FEEDBACK (CONTROL)

GROUP IV STUDENT	CONCERNS LEVEL PRE-PROGRAM	POST-PROGRAM	GAIN
Student P	2	2	0
Student Q	3	3	0
Student R	1	1	0
Student S	4	2	-2
Student T	3	4	+1

Chi-square = 0.667, df = 3, p = 0.881, N.S.

Concerns of teachers as reflected in stories written on Directed Imagination revealed no significant difference for pre and post-testing regardless of the treatment program used.

Discussion

Since the Directed Imagination is a projective instrument the assessment of concerns would deal with those at an unconscious, as well as conscious, level. Thus, the concerns may or may not be those overtly manifested in teacher behavior. With respect to the subjects involved in this study, most were concerned with the middle phase of maturity: professional expectations and acceptance, adequacy with regard to subject matter and class control, and relationships with pupils. This would appear to be an appropriate level of concerns for student teachers and for beginning teachers.

Results of this phase of the research effort must be interpreted very tentatively in view of the small number of subjects in each treatment program. However, the consistency of ratings from pre- to post- program suggest that student teachers and beginning teachers remain primarily concerned, at depth levels, at least, with their own adequacy and relationships. Movement to the late phase of maturity probably is associated with continued positive teaching experience.

C. Student Concerns As Observed by Instructional Staff

Since it became apparent earlier (as discussed in Section IIIA) that the test battery might not be as sensitive to cnanging concerns as predicted, instructional staff members were asked to react to the demonstrated daily concerns of the five students in their teaching group. These concerns were identified within the early, middle or late phase of the concerns model, outlined in Stage IV, A.

STUDENT CONCERNS AS OBSERVED BY INSTRUCTIONAL STAFF

Concerns Phases	Weeks of Course	N of Students Identifying Concerns at Each Level						
		Early Phase	Middle Phase			Late Phase		
	Levels	0	1	2	3	4	5	6
Fall 1971	1-14	3	5	4	4	2	1	0
	15-28	0	1	2	3	5	3	4
Spring 1972	1-14	2	5	3	4	1	0	1
	15-28	0	1	0	3	6	5	2
Fall 1972	1-14	3	2	2	6	1	1	0
	15-28	0	1	0	4	5	3	1

Note: Concerns on this chart were identified in accordance with concern phases as contained in Section Stage IV, A., obtained from the Instructors' Daily Report Form (see appendix).

As anticipated, when concerns exhibited during the first half of the course were compared with those during the second half, a definite trend to the late phase concerns was observed.

CHAPTER IV

CONCLUSIONS

Conclusions can be drawn in relation to the three main program segments:

1. The Testing Program
2. The Counseling Program
3. The Instructional Program

1. The Testing Program

a. Those involved with the test analysis commented that additional descriptive data on the student population was needed in order to assess the appropriateness of the instruments in the test battery. While they appeared to accurately distinguish the students with extreme characteristics, they failed to do this with the middle of the range.

b. There is reason to believe that students should be given the initial test battery sooner in their college program, since testing during the educational psychology course may lead to responses which are more logically a reflection of the course focus than the students' actual concerns.

c. If the testing program is to be continued, continuous training programs need to be provided to ensure a competent staff to administer and to analyze test data.

d. The testing program experience has been valuable in the training of the graduate fellows involved, especially in test administration and analysis and in opportunities for in-depth research (evident in the related dissertation studies which have grown out of this project).

e. The test battery is helpful in detecting extreme presonality characteristics in prospective teachers, and as such can be of great assistance in alerting instructional staff to the needs of these students when they enter the methods course.

f . While it was never intended to serve as a screening device to deter or to encourage students to remain in the

greater or lesser extent to work on a close personal basis with as few as five students in his subject matter area. The director and administrative coordinator working with the methods sections concur that the choice of doctoral students to work with the instructional part of this methods section is a crucial factor in the subsequent success of this part of the program. While it is true that these doctoral students may grow in their understanding of themselves and their students and become increasingly competent in devising means for modifying the instructional program to fit the concerns of the undergraduate student, it has also been noted that certain personalities do not lend themselves to this type of situation.

The personnel involved with this program believe that it is extremely important that anyone chosen for this role should have demonstrated the ability to work with young people in a close situation or should have the potential to do so with a minimum of adjustment. Should such student personnel not be immediately available, it is the opinion of those involved with this program that some program of training for these people to ascertain whether or not they can adjust to this situation and learn to work with it effectively would necessarily need to precede any attempt to provide a program for the undergraduate.

An additional factor concerning personnel is the extreme necessity for an administrative assistant. In the paragraph which follows dealing with facilities and equipment it will again be noted that the problems encountered in this situation with limited personnel require the constant coordination of an administrative assistant to keep all pieces of the program running (and this with as few as twenty students). Any such program for an entire college, dealing with several hundred students,

teacher education program, it has had this effect, in that some students have voluntarily transferred to another division of the University when they realized that they differed markedly from most of those entering professional education.

2. The Counseling Program

a. This project has provided the counselors, who are working on advanced degrees, with valuable experience in working with undergraduate students in the counseling situation.

b. The inclusion of a counseling component is very valuable in the preparation of the undergraduate entering teacher education. Rarely is counseling found on any integrated basis. It should be a permanent part of the total program.

c. Counseling should be available upon request beyond that which is initially provided for test-feedback. Student response to the counseling opportunity supports this.

d. The use of counseling in various stages of a program is essential if it is to contribute effectively to the development of teacher confidence and competence.

e. The counseling service is a time consuming one. Provisions must be made for adequate staff time as well as for training programs and seminars.

f. Any attempt to offer counseling to all students , as has been provided for this project's participants, would entail a great committment of staff time and funds.

3. The Instructional Program

Conclusions can be drawn in three main areas: personnel, facilities, and equipment.

a. Personnel

It is interesting to note that while this program deals with the personalization of the teacher education program based upon the concern of the undergraduate involved, it does not allow for the personal concerns of the graduate doctoral student who is working as an instructional staff member with the students. Just as the undergraduate may have concerns about his personal adequacy and competency in the teaching situation, so the doctoral student may find himself prepared to a

would require a good deal of administrative staff time if it were to be kept functioning consistently and smoothly.

(b) Facilities

In any college of education where facilities and room assignments are at a premium and where classes have traditionally been taught on a thirty-to-one basis,it becomes exceedingly difficult to provide for space in which to conduct small, private, group conferences and teaching sessions with students on a one-to-six basis. This becomes a major problem. It has been possible to arrange this for twenty students, assigning one room large enough for all students and at least three additional rooms for small group sessions as well as a facility space for video-taping which is separate from these initial four. It becomes increasingly apparent that any attempt to provide such a program for several hundred students would entail the need for extensive facilities beyond those which the average college situation could provide. While these considerations seem mundane, they are necessarily crucial to the integrity of the program's operation.

(c) Equipment

Since the audio-taping and video-taping has become a crucial, integral part of an attempt to provide instructional assistance in the area of student concern, it is necessary for such a program that adequate equipment be available. This has been a major problem since there has not been audio or video taping equipment available in the department of Secondary Education. Arrangements have been made to use video and audio taping machines. At the present time we are pursuing the possibility of arranging for the possible donation of such equipment by community service persons within the state. It is projected that at

least two complete video-taping outfits would be necessary to provide the video-taping experiences for the students in secondary education alone if the sessions were scheduled on an organized basis. In order to do this it would be necessary to run such facilities every day all week during the entire semester. Staff would need to be provided so that students could go to a central location and arrange for the times during which they would do their video-taping. At the present time equipment which is vital to other on-going programs is being borrowed on a limited time allotment. The few students served have required a minimum of staff, but this would not be possible if an attempt were made to provide this opportunity for all students within the department of Secondary Education, let alone students within the department of Elementary Education or Special Education.

CHAPTER V

RECOMMENDATIONS

For Future Programs in Teacher Education

1. The success of this program supports the position that the personalization process should be the central focus of any teacher education program.

2. A testing battery should be included in teacher education programs. It can assist students in understanding themselves and can provide invaluable information upon which to base course design.

3. Counseling, in particular, is a service which students value and it should be an integral part of the preparation process for beginning teachers.

4. The micro-teaching process is a valuable one--- especially the video-taped, non-graded opportunities. These should be included throughout a teacher preparation sequence.

For Future Research Into the Personalization Process

1. The Texas Battery of tests needs to be utilized in other institutions to determine its accuracy with varying student populations.

2. The personalized approach (including a combination of testing, counseling, and instruction) should be integrated with a limited number of performance-based tasks to evaluate a combination of these two approaches.

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CONFIDENTIAL

AUTOBIOGRAPHICAL INFORMATION

Name: Mr. / Mrs. / Miss ..... Sex: .....
Last First Middle (Maiden)

Soc. Sec. No.: [| | | - | | | - | | | |] Date: .....

Campus Address: ..... Phone: .....

Home Address: .....
Street City State Zip

Applying for Admission: 19.. Fall Spring Summer (circle one)

College: .....

Age: ..... Weight: ..... Height: .....

Distinguishing Characteristics: .....

.....

Accidents, operations, or illnesses and present state of health (Include minor disorders if chronic, physical handicaps, nervous disorders, and hospitalizations):

.....

.....

.....

Present Marital Status: .....Single .....Engaged .....Married .....Other

Marital history with dates: .....

.....

Spouse or Fiance's

Name: ..... Age: ..... Education: .....

Occupational History: .....

.....

Special Interests: .....

.....

GO ON TO PAGE 2

Your Children (Names and Ages): .....

.....

.....

***Father's Name:** ..... **Age:** .....

Address: .....
Street City State Zip

Education: .....

Occupational History: .....

.....

Special Interests: .....

.....

***Mother's Name:** ..... **Age:** .....

Address: .....
Street City State Zip

Education: .....

Occupational History: .....

.....

Special Interests: .....

.....

* If deceased, give date of death for "age." If step-parent, write "step" before father or mother.

Have any members of your family ever taught? Which ones? How has this influenced your choice of teaching as a career?

.....

.....

.....

Brothers and Sisters:

Sex		*Age*	*Education*	*Occupation*
M	F	.....	.....	.....
M	F	.....	.....	.....
M	F	.....	.....	.....
M	F	.....	.....	.....
M	F	.....	.....	.....

GO ON TO PAGE 3

Work Experiences:

(Include volunteer and part-time jobs. Begin with your present position, if any.)

Dates: ..... Nature of Work: .....

What liked: ..... What disliked: .....

.....

Dates: ..... Nature of Work: .....

What liked: ..... What disliked: .....

.....

Dates: ..... Nature of Work: .....

What liked: ..... What disliked: .....

.....

Dates: ..... Nature of Work: .....

What liked: ..... What disliked: .....

.....

High School Experience:

.....

Name of School City State

Grade Average: ..... Honors: .....

Size of Graduating Class: ..... Your Rank in Class: .....

Extracurricular Activities and Offices Held: .....

.....

.....

Favorite Subject(s): .....

Why? .....

Least Liked Subject(s): .....

Why? .....

Describe the most important positive and negative aspects of your high school experiences:

.....

.....

.....

GO ON TO PAGE 4

College Experience

Dates	*School*	*Reason for Leaving*
.....	.....	.....
.....	.....	.....
.....	.....	.....

Grade Average ..... (4 point system)

Extracurricular Interests, Activities, and Offices Held.

.....

.....

.....

Future Plans (Marriage, work, and other areas):

.....

.....

.....

Self Assessment:

What do you consider to be your greatest *strengths* as a person? How might these relate to your effectiveness as a teacher?

.....

.....

.....

.....

What do you consider to be your greatest *limitations* as a person? How might these relate to your effectiveness as a teacher?

.....

.....

.....

.....

ADJECTIVE SELF DESCRIPTION

D.J. VELDMAN and G.V.C. PARKER

FORM C

NAME: _____
(Please print) Last First Middle or Maiden

TODAY'S DATE: _____

SEX: [ ]

INSTRUCTIONS:
1. USE NO. 2 PENCIL ONLY.
2. MAKE NO STRAY MARKS.
3. ERASE ERRORS COMPLETELY.
4. COMPLETELY FILL IN THE GRID SPACES.

DO NOT USE

MARK ONE OF THE FIVE BLOCKS AFTER EACH OF THE FOLLOWING DESCRIPTIVE WORDS TO REPRESENT HOW WELL EACH DESCRIBES YOU. TRY TO DESCRIBE YOURSELF AS YOU REALLY ARE – NOT NECESSARILY AS YOU WOULD LIKE TO BE.

	NO				YES
1. anxious	1	2	3	4	5
2. charming	1	2	3	4	5
3. cheerful	1	2	3	4	5
4. clever	1	2	3	4	5
5. complicated	1	2	3	4	5
6. efficient	1	2	3	4	5
7. emotional	1	2	3	4	5
8. foolish	1	2	3	4	5
9. gentle	1	2	3	4	5
10. good-looking	1	2	3	4	5
11. good-natured	1	2	3	4	5
12. handsome	1	2	3	4	5
13. idealistic	1	2	3	4	5
14. impulsive	1	2	3	4	5
15. indifferent	1	2	3	4	5
16. individualistic	1	2	3	4	5
17. industrious	1	2	3	4	5
18. insightful	1	2	3	4	5
19. irresponsible	1	2	3	4	5
20. kind	1	2	3	4	5
21. lazy	1	2	3	4	5
22. loud	1	2	3	4	5
23. moody	1	2	3	4	5
24. nervous	1	2	3	4	5
25. obnoxious	1	2	3	4	5
26. organized	1	2	3	4	5
27. outgoing	1	2	3	4	5
28. pleasant	1	2	3	4	5
29. polished	1	2	3	4	5
30. practical	1	2	3	4	5
31. precise	1	2	3	4	5
32. quiet	1	2	3	4	5
33. reckless	1	2	3	4	5
34. reflective	1	2	3	4	5
35. reserved	1	2	3	4	5
36. rude	1	2	3	4	5
37. sexy	1	2	3	4	5
38. shallow	1	2	3	4	5
39. sharp-witted	1	2	3	4	5
40. shy	1	2	3	4	5
41. silent	1	2	3	4	5
42. soft-hearted	1	2	3	4	5
43. sophisticated	1	2	3	4	5
44. spontaneous	1	2	3	4	5
45. stable	1	2	3	4	5
46. steady	1	2	3	4	5
47. sympathetic	1	2	3	4	5
48. talkative	1	2	3	4	5
49. temperamental	1	2	3	4	5
50. tense	1	2	3	4	5
51. thorough	1	2	3	4	5
52. timid	1	2	3	4	5
53. touchy	1	2	3	4	5
54. unconventional	1	2	3	4	5
55. warm	1	2	3	4	5
56. worrying	1	2	3	4	5

NO YES

CONFIDENTIAL

ONE WORD SENTENCE COMPLETION

Veldman-Menaker-Peck Form 62

Name: Mr. / Mrs. / Miss ..... Sex: M F
Last First Middle (Maiden)

Soc. Sec. No.: | | | | - | | | - | | | | | Date: .....

Use only ONE WORD to complete each sentence.

1. I enjoy ..... very much.
2. Children need .....
3. My work has been considered .....
4. I feel ..... in a crowd.
5. Most men are .....
6. I ..... feel depressed.
7. Wild animals are .....
8. I like ..... people.
9. The key to good teaching is .....
10. I am afraid of .....
11. Children usually ..... me.
12. I work hardest for .....
13. Most adolescents are .....
14. I try to avoid .....
15. My father thinks I am .....

GO ON TO PAGE 2

16. I feel ..... in the dark.

17. Most people my age are.....

18. I hate .....

19. My health has been .....

20. It would be ..... to give me authority.

21. I usually ..... my emotions.

22. My mind is .....

23. I depend on my ..... when I need help.

24. Someday I hope to be .....

25. I ..... feel tired.

26. My father is .....

27. I ..... difficult problems.

28. My life has been .....

29. I dislike ..... people.

30. Teachers should ..... their students.

31. Most women are .....

32. I ..... get angry.

33. My ..... is very important to me.

34. I ..... close supervision.

35. Most children are .....

36. I ..... myself.

37. Students reject ..... teachers.

38. I take ..... risks.

GO ON TO PAGE 3

39. Other people ..... me.

40. I never ..... to get what I want.

41. As a teacher I would be .....

42. I ..... being by myself.

43. My mother thinks I am .....

44. I am easily .....

45. A teaching career would be ..... for me.

46. My body is .....

47. I ..... those in authority.

48. Few people know that I am .....

49. I don't get enough .....

50. My best quality is my .....

51. I..... when put under pressure.

52. Most adults are .....

53. I usually feel .....

54. Students prefer ..... teachers.

55. I have ..... friends.

56. My mother is .....

57. I don't like to think about .....

58. Most teachers are .....

59. I wish I were .....

60. My problems are .....

61. Other people think I am .....

62. My future looks .....

TEACHER CONCERNS STATEMENT

NAME:_____ DATE:_____

COURSE NO.:_____ TIME: 10 minutes

The purpose of this form is to discover what teachers are concerned about at different points in their careers. With this information, teacher educators can include in teacher education what teachers feel they need.

TEACHING EXPERIENCE: Have you taught?_____ If so, what and how long? (Include Sunday School, summer camp, tutoring, student teaching, etc.)

_____

_____

_____

_____

_____

****

CONFIDENTIAL

DIRECTED IMAGINATION

D. J. Veldman and S. L. Menaker

Name: Mr. / Mrs. / Miss ..... Sex: M F
Last First Middle (Maiden)

Soc. Sec. No.: | | | | - | | | - | | | | | Date: .....

Write four *fictional* stories about teachers and their experiences.
You will be given four minutes for each story.

STORY ONE

DO NOT BEGIN STORY TWO UNTIL TOLD TO CONTINUE.

STORY THREE

DO NOT BEGIN STORY FOUR UNTIL TOLD TO CONTINUE.

STORY FOUR

STOP

***DO NOT* GO BACK TO PREVIOUS STORIES**

SELF-REPORT INVENTORY

Form R-3

OLIVER H. BOWN

THE UNIVERSITY OF TEXAS AT AUSTIN

Name ..... Sex .....
(Print) Last First Middle

Course and Section ..... Date .....

After filling in the information requested above, please turn immediately to page 4 and read directions carefully.

This instrument was developed and refined under the auspices of the Mental Health in Teacher Education Demonstration-Research Project supported by the National Institute of Mental Health (Grant 2M-6635) and the University of Texas.

	Like me A	B	C	D	Unlike me E
1. The way I get along with my friends is extremely important to me.	☐	☐	☐	☐	☐
2. I resist getting down to work and often have to drive myself to get it done.	☐	☐	☐	☐	☐
3. In their relationship with me, my parents were always basically kind, considerate and understanding.	☐	☐	☐	☐	☐
4. I really look forward to the time when I will be settled down to my life's work.	☐	☐	☐	☐	☐
5. I have almost always resented people who were in a position to tell me what to do.	☐	☐	☐	☐	☐
6. I'm very comfortable and happy when I am with children.	☐	☐	☐	☐	☐
7. I don't seem to have very much basic respect for myself.	☐	☐	☐	☐	☐
8. I live in accordance with the idea that "It is better to have loved and lost than never to have loved at all."	☐	☐	☐	☐	☐
9. In the past, I have usually avoided working any harder than was necessary to get by.	☐	☐	☐	☐	☐
10. I look forward to living and working with other people as an important and influential part of their lives.	☐	☐	☐	☐	☐
11. Very often I have envied other people who have had so much more fun with their parents than I.	☐	☐	☐	☐	☐
12. I feel confident that one day I'll be successfully engaged in what I'm really cut out to do.	☐	☐	☐	☐	☐
13. I feel uncomfortable and artificial in the presence of people who are a good deal older than I.	☐	☐	☐	☐	☐
14. It has always been easy for me to express affection toward young children.	☐	☐	☐	☐	☐
15. I feel sour and pessimistic about life in general.	☐	☐	☐	☐	☐
16. One thing I just can't stand is uncertainty.	☐	☐	☐	☐	☐
17. I used to wish very often that my parents and I could be much closer.	☐	☐	☐	☐	☐
18. I really dread the thought of finishing school and settling down to a lifetime of hard, steady work and increased responsibility for myself and others.	☐	☐	☐	☐	☐
19. I am able to relate to children quite easily, and this is very important to me.	☐	☐	☐	☐	☐
20. Thinking back, in a good many ways I don't think I have liked myself very well.	☐	☐	☐	☐	☐
21. One of the most important things to me about any job I hold in the future is having a good relationship with my boss.	☐	☐	☐	☐	☐
22. The idea of death has always made me feel uneasy, helpless and a little futile.	☐	☐	☐	☐	☐
23. I like people very much.	☐	☐	☐	☐	☐
24. I have always maintained a good healthy balance between work and play.	☐	☐	☐	☐	☐

S	O	C	A	W	R	P	H	T
___	___	___	___	___	___	___	___	___

	Like me				Unlike me
	A	B	C	D	E
25. Looking ahead a few years, I don't think that I will be the kind of person who would get much personal satisfaction out of teaching children of elementary school age.	☐	☐	☐	☐	☐
26. In almost every respect, I'm very glad to be the person I am.	☐	☐	☐	☐	☐
27. My parents and I may get along all right on the surface, but down deep I wonder if we even know each other.	☐	☐	☐	☐	☐
28. While I can't prove it, I'm willing to bet that I'm going to become a more and more happy and significant person.	☐	☐	☐	☐	☐
29. I do my work just to get it over with rather than because I get real satisfaction from doing it.	☐	☐	☐	☐	☐
30. I've always been fascinated with getting to know people whether they were good, bad, or indifferent.	☐	☐	☐	☐	☐
31. I have resented very much having to do things that were expected of me.	☐	☐	☐	☐	☐
32. I feel that satisfaction and dissatisfaction, joy and suffering, life and death are all meaningful parts of a process which I may not fully understand but by which I am deeply moved.	☐	☐	☐	☐	☐
33. When I think about the kind of person that I have been in the past, it doesn't make me feel very happy or proud.	☐	☐	☐	☐	☐
34. I really enjoy getting to know people who are in positions of authority.	☐	☐	☐	☐	☐
35. I used to regard young children as a pain in the neck.	☐	☐	☐	☐	☐
36. I'm quite consistent in tackling the work I need to do rather than putting it off until the last minute.	☐	☐	☐	☐	☐
37. The fact that the people whom I love most will someday die will always seem to me to be cruel and unfair.	☐	☐	☐	☐	☐
38. People have not been as important to me as they are to most others in determining how satisfied and secure I have felt.	☐	☐	☐	☐	☐
39. I feel confident that in the really important ways, I will be a good parent.	☐	☐	☐	☐	☐
40. Doing a good job in anything that I undertake is very important to my sense of well-being.	☐	☐	☐	☐	☐
41. My parents and I have a great deal of mutual respect, faith, and confidence in one another.	☐	☐	☐	☐	☐
42. I'd give a good deal to be very different than I am.	☐	☐	☐	☐	☐
43. I think I will always have close, rich, full relationships with a good many people.	☐	☐	☐	☐	☐
44. I suppose there will always be someone to whom I will be responsible in one way or another, but I don't expect that I will ever like it.	☐	☐	☐	☐	☐
45. I have always been very fond of younger children.	☐	☐	☐	☐	☐
46. I am very happy with my present relationship with my parents.	☐	☐	☐	☐	☐
47. I don't really expect that I will ever be close friends with many people my own age.	☐	☐	☐	☐	☐
48. The sheer joy of being alive has often been a compelling force in my life.	☐	☐	☐	☐	☐

DIRECTIONS

Please print your name and provide the other information requested on the cover of this booklet.

On pages 2 and 3, there are forty-eight statements which express various ideas, feelings, and reactions. You are asked to rate each statement in accordance with how well it expresses your own thoughts or feelings. There are no right or wrong answers. The usefulness of the instrument depends entirely on the extent to which you indicate *how you actually think or feel* rather than how you would *like* to feel or how you think you *should* feel. This inventory is being administered for research purposes, and your individual responses will be held in strict confidence.

Please record your rating of each item by placing an X in one of the boxes following each statement. There are five alternative responses indicating the extent to which the statement expresses what you actually think or feel:

The statement expresses:

A. Exactly what I think or feel *or* what I think or feel almost all the time.

B. Primarily what I think or feel *or* what I think or feel most of the time.

C. Something about which I do not particularly think or feel one way or the other *or* something I think or feel about half the time.

D. Something which is almost the opposite of what I think or feel *or* something which I think or feel very seldom.

E. Exactly what I *do not* think or feel *or* what I think or feel almost never.

Please work rapidly and use your first impression as a basis for your response. *Do not omit any item.*

STUDENT TEACHER SELF EVALUATION FORM

Student Teacher: _____

Basis (School and Grade): _____

Date: _____

This instrument is intended for use by those who come into contact with students in teacher education.

The reference population for these ratings should be student teachers at the completion of their training.

Most ratings, therefore, should be toward the centers of the scales. Reserve the ends of the scales for those who perform in a genuinely unusual manner.

1. Subject-Matter Competence

1	2	3	4	5	6	7
Misinformed or Ignorant			Average Knowledge			Unusually Knowledgeable

2. Communication Skills

1	2	3	4	5	6	7
Vague, Awkward, Confusing, Disorganized			Average Skill			Lucid, Fluent, Well-Organized

3. Stimulating Imagination

1	2	3	4	5	6	7
Dull, Boring Routine			Maintains Interest			Lively, Stimulating Inventive

4. Responsible Independence

1	2	3	4	5	6	7
Passively Dependent			Some Initiative			Actively Self-Directing

5. Poise and Self-Confidence

1	2	3	4	5	6	7
Anxious, Self-Doubting, Easily Upset			Reasonably Self-Assured			Calm, Confident Stable under Pressu

6. Attitude Toward Students

1	2	3	4	5	6	7
Aloof, Harsh or Mechanical			Ordinary Consideration			Empathic, Considerate and Concerned

7. Teaching Style

1	2	3	4	5	6	7
Teacher-Centered, Directive, Dispenses Information			Mixture of Approaches			Pupil-Centered, Indire Solicits Pupil Ideas

8. Disciplinary Control

1	2	3	4	5	6	7
Rigid or Chaotic			Minor Problems			Firm but Flexible

9. Attitude Toward Supervision

1	2	3	4	5	6	7
Defensive, Closed, Negativistic			Civil, but Guarded			Receptive, Open Cooperative

10. Professional Commitment

1	2	3	4	5	6	7
Really not Interested in Teaching			Moderately Interested in Teaching			Dedicated to a teaching career

11. Summary Evaluation

1	2	3	4	5	6	7
Incompetent, Unacceptable			Adequate Acceptable			Unusually Well-Qualified

Qualitative Evaluation

Please explain any of your ratings that you would like to qualify or emphasize.

_____

_____

_____

_____

_____

Please indicate the areas where this student is most in need of improvement.

_____

_____

_____

_____

_____

Please indicate this student's areas of strength as a potential teacher.

_____

_____

_____

_____

_____

STUDENT EVALUATION of TEACHING

D.J. VELDMAN and R.F. PECK

A. TEACHER'S LAST NAME: _____

B. SUBJECT: _____

C. SCHOOL: _____

MARK THE RIGHT BOXES FOR D, E and F BELOW	
D.	TEACHER'S SEX:
E.	MY SEX:
F.	MY GRADE LEVEL:

INSTRUCTIONS:

1. USE A NO. 2 PENCIL ONLY.
2. PRINT THE INFORMATION FOR A, B, AND C.
3. MARK THE RIGHT BOXES FOR D, E, AND F.
4. DO NOT MAKE ANY EXTRA MARKS.
5. ERASE ERRORS COMPLETELY.

DO NOT USE

MARK ONE OF THE FOUR BOXES IN FRONT OF EACH STATEMENT

THE FOUR CHOICES MEAN:

F = VERY MUCH FALSE
f = MORE FALSE THAN TRUE
t = MORE TRUE THAN FALSE
T = VERY MUCH TRUE

THIS TEACHER:

F f t T is always friendly toward students.

F f t T knows a lot about the subject.

F f t T is never dull or boring.

F f t T expects a lot from students.

F f t T asks for students' opinions before making decisions.

F f t T is usually cheerful and optimistic.

F f t T is not confused by unexpected questions.

F f t T makes learning more like fun than work.

F f t T doesn't let students get away with anything.

F f t T often gives students a choice in assignments.

STUDENT: _____ Taping Session #1_____

SUBJECT MATTER MAJOR _____ Taping Session # 2_____

Please give your candid comments in the following spaces in order that we may consider possible modifications to make these sessions more worthwhile for you.

General Comments on Value of Video-Tape Opportunity:

Value of Discussion at Feedback Session:

Suggestions for your Second Video-Taping:

SPECIAL METHODS COURSE EVALUATION

1. My greatest fear as a prospective teacher is that I_____

_____

2. The competency in which I need to improve the most is_____

_____

3. This methods course helped me the most by_____

_____

4. I wish that this methods course had given me an opportunity to _____

_____

5. The most needed area of improvement in this course is _____

_____

6. I wish my subject matter instructor had_____

_____

7. The strongest feature of the course is_____

_____

8. I think the counseling would be better if_____

_____

9. I think we should have spent more time on_____

_____

10. Rank the following 10 activities in desired order of importance to this course and add any others not listed (you may rate any number of them as equal in importance)

Subject matter sessions_____ Audio tapings_____

Large group sessions_____ Video taping & feedback_____

Visits to schools_____ Media workshop_____

Student teacher panel_____ Visiting speakers_____

Readings in subject matter field_____ Term projects_____

11. I hope my co[illegible]ng teacher will_____

_____

12. I'm depending [illegible] my supervisor to_____

_____

13. If only [illegible] of this course could be retained, list the five in order of importance which you would suggest be kept.

1. _____
2. _____
3. _____
4. _____
5. _____

14. Would you support an extension of time for the course.

(1) If more hourly credit were given (yes) (no)

(2) If no more hourly credit were given (yes) (no)

15. General Comments:

INSTRUCTIONAL STAFF REPORT

INSTRUCTOR _____ HETEROGENEOUS GROUPING _____

CLASS SESSION _____ SUBJECT MATTER GROUPING _____

DATE _____

1. Major concern of students in today's session.

2. Major concern of instructor in today's session.

3. Suggestions for future sessions and/or semester's course.

4. Brief time report of class activity.
   Time spent in lecture _____
   in taping _____
   in preparation for teaching _____
   in micro-tchg. (not taped) _____
   in discussion _____
   other _____

5. Concern for individual student performance (use student number).

6. Steps taken concerning # 5.

UA Research Projects Supported By Grants

Seven University of Alabama research projects, ranging in subject matter from common pesticides to laser communication, have been supported through contracts and grants amounting to $39,664.

The contracts and grants include:

—A $10,000 grant from the Department of Health, Education and Welfare (Regional Office of Education) for research entitled "An Approach for the Personalization of a Teacher-Education Program," under the direction of Dr. Dorothea G. Rockarts, associate professor of secondary education.

—A $1,750 grant from College Marketing Corporation (Ford) for research entitled "A Human Factors Oriented (PINTO) Interdisciplinary Problem Solving Project," under the direction of Dr. H. Paul Hassell, professor of industrial engineering.

—A $500 contract with the South Alabama Regional Planning Commission in Mobile for research entitled "Annotated Bibliography on Offshore and Estuarine Areas in Alabama," under the direction of Dr. C. Everett Brett, interim director of the University of Alabama Marine Science Institute.

—A $250 grant from The Society of the Sigma Xi in New Haven, Conn., to R. M. Farb for graduate student research entitled "The Effect of Common Pesticides on the Activity of Various Mammalian Enzyme Systems," under the direction of Dr. B. G. Moore, assistant professor of biology.

—A $19,464 contract with the National Aeronautics and Space Administration, George C. Marshall Space Flight Center in Huntsville for continuance of research entitled "Effects of Atmospheric Turbulence on Laser Communication," directed by Dr. William E. Webb, associate professor of electrical engineering.

—A $1,500 grant from the National Endowment for the Humanities for a "Study of the Influences of Two French Novelists," under the direction of Dr. Robert T. Cargo, associate professor of romance languages.

—A $5,000 contract with the Midfield City Board of Education to assess the educational needs of the local education agency, under the direction of Dr. Merlin G. Duncan, professor of Administration and Curriculum Development.

Participation Report to
STEPS TOWARD EXCELLENCE IN TEACHER EDUCATION PROJECT
sponsored by the American Association of College for
Teacher Education (6/72)

AN EXPERIMENTAL APPROACH FOR THE PERSONALIZATION OF A TEACHER-EDUCATION PROGRAM

University of Alabama

This program deals with the designing and testing of an experimental model for a Teacher Education Program in the College of Education of the University of Alabama. The experimental model is attempting to identify student concerns and problems and to test a model approach for personalizing teacher candidate programs through the inclusion of micro-teaching and counseling.

The program has been strengthened by a co-operative working relationship with the Research & Development Center at the University of Texas in Austin. Utilization has been made of a number of assessment instruments developed at that center, and personnel have been trained to administer, score, and interpret the instruments. Selected personnel involved in the project were sent to the R & D Center at the University of Texas to participate in a three week workshop centered around administering and interpreting test instruments.

Three different groups of undergraduate students are involved in the study: one group is involved in an attempt to identify the nature of the characteristics, problems, and concerns of students; a second group is involved in an attempt to identify the contributions which counseling may have upon the relevance of the teacher education program; and a third group is involved in an attempt to explore the possible value of microteaching experiences and counseling in the program of undergraduate studies.

The program is seeking to provide a logical approach to the assessment, design, and implementation of a model teacher training program through the utilization of the knowledge and particular competencies of the total College of Education, including the services of psychologists, counselors, and instructional specialists. The project is providing for more relevance in the undergraduate program of a number of specialized doctoral students, and it is now apparent that the model program should serve as the basis for the modification of the total teacher education program at the secondary level.

The instructional component features a methods section in which school visitations, student teacher panels, audio and video taping and counseling opportunities complement the usual traditional specialized subject matter-oriented course. Instructional personnel work with students on a small group basis in order to facilitate their progress through three phases of development as neophyte teachers.

1. Self-oriented personal concern
2. Self-oriented professional concern
3. Student-oriented concern for the learner

This program seeks to advance the prospective teacher as far as possible toward phase 3 before the student teaching experience. Evaluation to date is yielding data to suggest that it is successful in this respect in addition to the more traditional goals of teacher education.

Student evaluation of this program is part of a network of feedback mechanisms to ensure ongoing modification. Plans are underway to go beyond descriptive evaluation to technique which will measure student growth in such skills as planning and decision making in addition to the effectiveness with which specific program components contribute to such target skills.

Received From: Dr. Dorothea G. Rockarts
College of Education
Area of Curriculum and Instruction
The University of Alabama
University, Alabama 35486

ASCD
28th Annual Conference

Minneapolis Auditorium and Convention Hall

March 17–21, 1973

CURRICULUM FROM UNIVERSITY

26. STRATEGIES FOR PERSONALIZING TEACHER EDUCATION.
Leamington, Lincoln/Roosevelt Rooms.

Report on the conceptual base for personalizing teacher education developed by the UTRAD Center for Teacher Education, including operational strategies for (1) using teachers' concerns as a basis for sequencing instruction; (2) the counselors' role in a CITE Program; (3) instructor teaming and blocked scheduling; and (4) affective and cognitive pupil evaluation of their teachers.

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DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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THE ALABAMA PROGRAM
FOR
THE PERSONALIZATION TEACHER EDUCATION

Rationale and Operation

Educators agree that teacher education programs need to become more relevant to the needs of the teachers they prepare. While agreement is common that a change is needed, decisions to initiate such change are frequently made on the basis of chance, or of insight and experience in such programs, rather than upon the basis of actual research. If one supports the position that research should be an integral part of any planning operation, serving an initiating role in the design, a guidance role in the implementation and a measurement role in the evaluation of any program, then support can be found for the utilization of a rational approach to proposed change within a teacher education program, through the utilization of a small, manageable model experimental situation.

If the ultimate goal of such an experimental model is to design a program relevant to the participant's needs, a necessary part will be to identify the latter's concerns and problems. Ahlering (1963), Deiulio (1961), and Shunk (1959) are examples of those who have speculated as to what these concerns and problems might be; however, if a program is to actually function effectively, it should be designed to meet the particular needs of its own participants. Fuller (1969) has reported not only the use of written "concerns" statements, but also of counseling seminars as techniques for approaching the identification and modification of teacher concerns.

Instruments of Evaluation

To obtain such data, writers such as Mitra and Khatri (196-) and Newman (1965) have suggested that one approach ought to be an intensive, clinical description of the concerns of teachers. The experimental model outlined

in this project collects information of those concerns which are characteristic of the participants in the teacher preparation program of the Department of Secondary Education in the University of Alabama, through the use of projective techniques such as the Peck One Word Sentence Completion Test and the Veldman Directed Imagination Test as well as through autobiographical data and self-reporting devices.

1. The Peck One Word Sentence Completion Test. This test is used at the University of Texas. A computer scoring system for the test has been developed. Twenty-five psychological variables were selected for rating from the sentence completion data, including:

1.	Self esteem and self confidence	vs. self deprecation and self doubt
2.	Optimistic, Cheerful	vs. Sad, depressed
5.	Positive attitude to own past	vs. Negative attitude to own past
6.	Independent, self-reliant	vs. Dependent, Immature
13.	Extroverted	vs. Introverted
14.	Positive attitude to authority figures	vs. Negative attitude to authority figures
15.	Implied positive teacher-children interaction	vs. Implied negative teacher-children interaction
17.	Positive attitude toward teaching as a role and profession	vs. Negative attitude toward teaching as a role and profession.
19.	Positive expressed attitude to stress situations.	vs. Negative expressed attitude to stress
20.	Persistent, tenacious	vs. Quitting, lazy
21.	Positive perception of own ability	vs. Negative perception of own ability
22.	High concern with intellectual activity and achievement	vs. lack of concern with intellectual activity and achievement
23.	Clarity about future	vs. Uncertain about future
24.	High energy level	vs. Low energy level

25. Excellent Mental Health vs. Poor Mental Health

2. Veldman Directed Imagination Test. This is another projective test developed at Texas. Students are asked to write four ficitional stories about teachers and their experiences. Four minutes are given for each story: A Manual for Scoring the Test of Directed Imagination has been developed. Ratings are made on a 7-point scale on 15 variables. The manual provides examples for each of the rating levels for each of the 15 variables. The 15 variables included in the scale are: 1) amount of content; 2) focus; 3) reality-fabulation; 4) coherence; 5) imaginativeness; 6) optimism-pessimism; 7) teaching-role identification; 8) self ability perception; 9) crisis level; 10) empathy toward children; 11) maturity of educational content; 12) coping activity; 130 adequacy of action; 14) problem resolution 15) overall adjustment.

3. Autobiographical Information. This information blank developed at Texas seeks to obtain information concerning family background, marital status, educational history and work experiences, as well as future hopes and expectations.

4. Panel Discussions. In an effort to study variations between secondary and elementary students and between students at various levels in the program 12 students are divided into six panel discussion teams, and are given two class periods to discuss and prepare a written report on the topic: "If you were asked to advise the University Administration on changes in your teacher education program, what recommendations would you make?"

These are analyzed to serve as a basis for the selection of students to participate in the experimental model formerly alluded to. The experimental model operates three alternate preparation sequences, for a limited number of

matched students, to assess the potential effectiveness of counseling and microteaching as integral parts of a teacher-preparation sequence. The goal of such a model is to utilize it as a feed-back mechanism for the benefit of the student, the faculty, and the modification of the current curriculum.

It is furnishing valuable experience for those participating students from the Graduate Research Training Program in that it acquaints them not only with a new model for a teacher preparation program, but also with an experimental process by which such a model can be tested prior to its adoption throughout a total program. Many of these students, upon graduation, will be involved with teacher preparation programs in institutions of higher education throughout the country. The opportunity to take part in such a project is contributing to their preparation for future educational careers and may well prove an influence in the modification of other teacher-preparation programs in the institutions whose faculties they will join.

The undergraduate in the model program benefits from the improved services which are provided for him, but the ultimate good will be realized when the most rewarding aspects of this proven program become an integral part of the total teacher preparation program and are reflected, hopefully, in improved secondary school classroom instruction.

A logical approach to the assessment, design and implementation of such a model program seeks to utilize the knowledge and particular competencies of the total College of Education including the services of psychologists, counselors, and instructional specialists. Specifically, it entails an exploration of a strategy for effecting curricular and instructional changes in a teacher education program. The strategy has involved capitalizing upon the findings of the research efforts of the Research and Development Center for Teacher Education at the University of Texas, providing training for a small group of University of Alabama graduate students and one faculty member in the use of diagnostic testing instruments developed at Texas, and then

conducting experiments with small groups of undergraduates in the teacher education program at the University of Alabama.

Objectives

This project, then, proposes to assess the concerns of students throughout a program of teacher preparation in Secondary Education, to design and implement an experimental model program, and subsequently to utilize the findings so that planned change may be initiated within the total teacher education program at the secondary level.

In brief, the objectives of this proposed program are:

1. To study the characteristics, problems, and concerns of undergraduate students at different levels of a teacher education program;

2. To study the effects of counseling upon (a) decision-making processes, and (b) perceptions relevant to teaching -- of secondary education undergraduate students;

3. To study the effects of (a) microteaching experiences and (b) counseling experiences upon teaching style and orientation toward teaching of secondary education undergraduate students, and

4. To assess the value of the strategy or "model" developed for effecting curricular and instructional changes in a teacher-education program.

Personnel

This project includes the following personnel:

Dr. Dorothea Grace Rockarts, Associate Professor of Secondary Education, College of Education, University of Alabama, Director of project who is responsible for the overall coordination of the program, the coordination of the instructional personnel, and for the final evaluation of the study.

The Research Director is Dr. Ray Loree, Professor of Education Psychology, who is responsible for directing the graduate research trainees and supervising the testing and evaluation phases of the project.

The Research Supervisor is Dr. Lewis Blackwell, Associate Professor of Educational Psychology, College of Education, University of Alabama, who is involved with the supervision of the graduate research trainees in the testing

phase of the program.

Six Graduate Research Trainees conduct the testing and evaluation phase of the program under the direction of Dr. Ray Loree. These trainees will be serving a second year in the Graduate Research Training Program at the University of Alabama and are pursuing the doctoral degree.

Four Doctoral Students in the Department of Secondary Education conduct the phase of the program under the direction of Dr. Rockarts. These students have worked with student teachers previously in either a teaching or supervising capacity and all will have had teaching experience.

In addition, the director has worked extensively with Dr. Peck and the Staff as the University of Texas, utilizing their consultant assistance in preparation of the testing and counseling bases of the project.

Dr. Jean Cecil, Associate Professor of Behavioral Studies in the Department of Counseling and Guidance, in the College of Education, University of Alabama is available for consultant assistance, and is responsible for the coordination of the counselors in the program.

Facilities

The use of the Human Development Laboratory of the College of Education of the University of Alabama contributes to the success of the project. The one-way vision mirrors, multiple viewing opportunities and video-recording equipment are used in gathering data, and in training personnel for their counseling roles. This laboratory consists of six interviewing rooms each with a one-way vision screen opening into a single observation and control rool containing electronic equipment capable of simultaneous recording from the six booths.

The computer facilities have proved adequate to process the data for the project.

Finance

A small grant of $10,000 has provided for the initiation of this

model program. Plans are underway to consider cost and possibilities for utilizing its features in a reorganization of the undergraduate teacher education program at the University of Alabama.

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